

VISIT...

LANZAROTE
Caliente.COM

MATERIALS

Workmat;
Counters

Game cards;
Game board;
Markers

Blend Phonemes



2–3 minutes

Tell the child that you are going to say a word slowly by stretching out the sounds: /sss/ /t/ /rrr/ /uuu/ /k/ (stretch all sounds except for the /t/ and /k/). Then tell the child that you are going to blend the sounds together to say the word: *struck*. Repeat one more time, having the child listen carefully.

Tell the child that you will say the sounds of some words and that you want him/her to blend them together to say the word.

tutor: /t/ /r/ /u/ /k/; **child:** *truck*

tutor: /t/ /w/ /ɪr/ /l/; **child:** *twirl*

tutor: /g/ /r/ /u/ /m/ /p/; **child:** *grump*

tutor: /s/ /t/ /ō/ /v/; **child:** *stove*

tutor: /th/ /r/ /ō/ /t/; **child:** *throat*

Segment Phonemes



8–10 minutes

Give the child the workmat and five counters. Say the word *bright*. Have the child tell you how many sounds he/she hears in the word. Have the child choose the appropriate set of boxes on the workmat and push a counter into each box for each sound he/she hears in the word *bright*. If the child has difficulty, demonstrate how to push the counters as you say the sounds: /b/ /r/ /ɪ/ /t/.

Repeat the steps with the following words *mold* (4), *swamp* (5), *blimp* (5), *wasp* (4), *act* (3).

Name each picture with the child: *boat, bee, barn, cage, card, chimp, comb, dog, fence, giant, hand, heart, key, log, nine, plane*. Shuffle the cards and stack them picture side up. Have the child draw a card, name the picture, and say how many sounds he/she hears in the word. Have the child turn over the card to check the number of sounds. If the child is correct, he/she can move as many spaces on the game board as there are sounds in the word. If incorrect, the child cannot move. Have the child place the card at the bottom of the stack. It is now your turn to draw a card.

Manipulate Initial Phonemes



3–5 minutes

Say the word *goat*. Tell the child that you can make a new word by replacing the /g/ sound at the beginning of the word with the /k/ sound. Say the new word: *coat*.

Have the child change the /k/ at the beginning of *coat* to /fl/ and tell you what new word he/she has made (*float*). Then have the child change the /fl/ in *float* to /thr/ and tell you the new word (*throat*). Finally, have the child replace the /thr/ in *throat* with /b/ and tell you the new word (*boat*).

Repeat with the word *ride* and have the child change the /r/ sound to /h/ (*hide*); the /h/ in *hide* to /br/ (*bride*); the /br/ in *bride* to /str/ (*stride*); and the /str/ in *stride* to /pr/ (*pride*).

MATERIALS

Read-aloud
book

Optional Listening Activity

Read the book *Iris Invites Trouble* or a book of your choice to the child. Show the child the cover illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words with long /ī/ as in the words *Iris* and *invite*. Model fluent reading using appropriate expression. Pause occasionally before turning the page to ask, *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? How did Iris get into trouble? How did she get out of the mine pit?*

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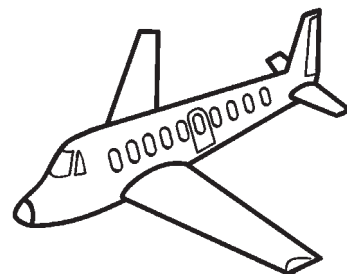
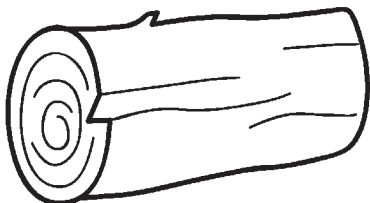
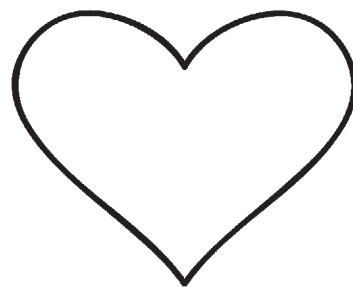
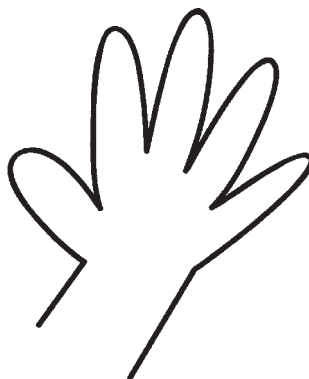
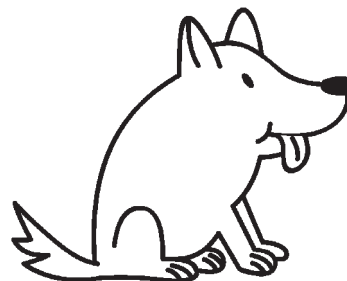
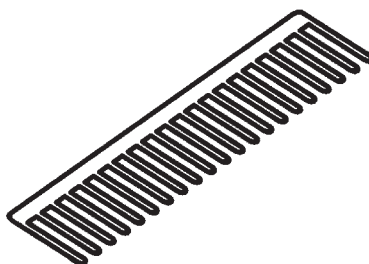
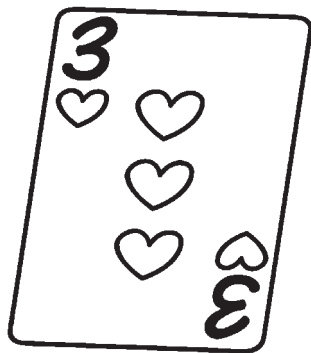
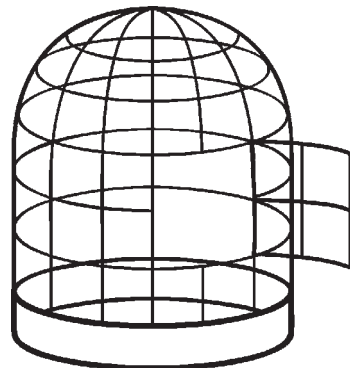
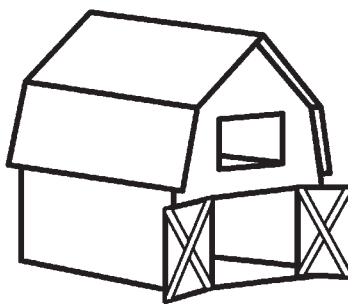
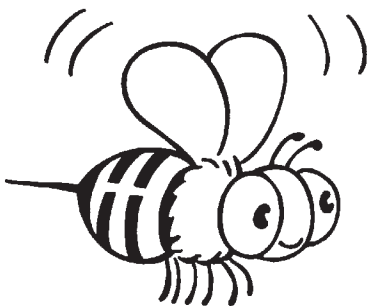
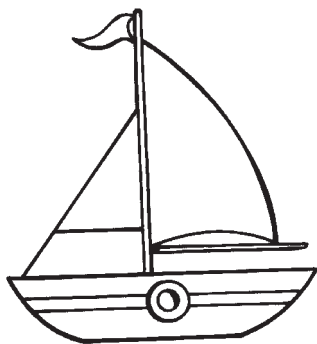
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Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Phonological Awareness

Game Cards (FRONT)

Lesson 24



Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Phonological Awareness

Game Cards (BACK)

Lesson 24



3

3

2

3

3

3

4

3

3

4

5

4

4

3

3

2

